CHAPTER I

INTRODUCTION

In this chapter, the researcher discusses the several subs of chapters. It consists of the background of the problem, setting of the problem, limitation of the problem, formulation of the problem, the purposes of the research, the significance of the research and the definition of the key terms at the end of this chapter.

A. Background of The Problem

Language is one of the media used by humans to express what they feel, including to communicate with other people. According to Prasasti (2016:3) language is the identity of a country as a means of communication. Everyone needs language when interacting, expressing ideas and opinions and other social relationships. Humans need language as a means of social interaction, whether it is using the first or second language. Language is the first thing produced by children since they were born, that is why the relation between children and language is very close. One of the studies dealing with how language can be acquired is called Language Acquisition. Language Acquisition is the study which accounts the child's language development in a natural setting. It refers to the children's development of language comprehension and production (Paivio and Beg, 1981: 213-252).

Children can acquire a language naturally and formally. Children can naturally acquire a language through by the smartphone, watching, imitating, reinforcing, and habit formatting some vocabularies from people in their

environment. On the other hand, children formally can acquire a language through or by learning some vocabularies in the formal institution, like in Elementary School, Junior High School, Senior High School and then at the University.

Children at age 9-11 years old are categorized as children who are still at the elementary school level, at that time the children's brains are still very rapidly developing. Can be seen in a natural context, children can easily and quickly get and stimulate new things around them, such as things that are seen, said by other people, other people do and so on. Around them are important things that can build their ability in the acquisition, for example in acquiring English vocabulary. In Indonesia, especially in elementary schools (SD) are not teaching foreign languages, according to the minister's decision in 2019, English at the elementary level has been eliminated, therefore children cannot learn basic English in Elementary school. So, automatically in a formal context, the children cannot learn English vocabulary at that age. But, even though there are no English lessons in elementary schools, some children aged 9-11 years use English vocabulary in everyday life in their surroundings. They always insert English during conversations, children aged 9-11 years who are estimated to be in grades 3, 4 and, 5, how can they get English vocabulary that they often use in everyday life without any previous learning at school.

Children's language is interesting to be observed because it has its own and unique system. How Children aged 8-11 years learn foreign languages from their environment and make analysis, then they try to pronounce and step by step their language development. Another interesting thing is that children will force themselves to keep them remembering it.The researchers see the phenomenon in

the village environment of Sungai Deras. There was a child aged ten years. In his daily activity, he inserts at least one English vocabulary in his conversations. As it is known,the Sungai Deras Village is a village located in Rokan Hulu district, where the majority of the people speak local languages. Children in Sungai Deras village are very happy to play and chat with their friends, they really like to say the things they just got, like when they finish playing games on their smartphones. Some examples of conversations that researchers have quoted from previous observations of the child are as follows:

Child: bang, bahasa inggris nya senjata, *weapon* kan?

The researcher: kamu tau dari mana?

Child: aku tau dari *game free fire* bang.

In another time, he asks his sister: apa bahasa Inggrisnya kucing? Then his sister tells him in English: *Cat*. Day after day, the researcher sees the development in his daily English.

Based on this analysis, the researcher is interested in doing research on ACQUIRING ENGLISH VOCABULARY AT CHILDREN AGED 9-11 YEARS OLD AT SUNGAI DERAS.

B. Setting of The Problems

As explained above, education in Indonesia, especially in Rokan Hulu, Riau. In the 2019 curriculum that English lessons in elementary schools are eliminated. Automatically students acquire knowledge of English at school. But there are some areas, especially in the Sungai Deras Village where children aged 9-11 years old can acquire English vocabulary. Therefore, the researcher tried to

examine how the child is able to acquire English vocabulary without learning from school.

C. Limitation of The Problems

This study a psycholinguistic research that focuses on child language acquisition. In this case, the researcher limited the research that only seeing at children aged 9-11 years old in acquiring English vocabulary and forms of English vocabulary in the community environment of the Sungai Deras Village.

D. Formulation of The Problems

Children hade their own way of acquiring language, especially in acquiring English as a foreign language. Their English acquisition process can be influenced by many aspects. Based on this fact, the researcher formulated the research question as follows:

1. How do children acquire the English vocabulary?
2. What kinds of English vocabulary that they acquire?

E. Purpose of The Research

Based on the problem statement above, the purpose of this research is to know:

1. To describe children ways in acquiring English vocabulary.
2. To describe the kinds of English vocabulary acquire by children aged 9-11 years.

F. Significance of The Research

1. The researcher expects that it can be used as a reference or as a comparative to know the acquisition of English vocabulary of the other child.

2. The researcher expects that it can give information for the parents about the development of the English vocabulary of children.

3. The researcher expects that it can contribute to developing of psycholinguistics of Indonesia, especially in the English department of the University of Pasir Pengaraian.

4. As the last the researcher expects that it can give the information for all the researchers who likes to watch and do research about the language of children and also the researcher expects can make a new theory or advice or critical about the acquiring English vocabulary at children aged 9-11years old atSungai Deras.

G. Definition of Key Term

The key terms in this research are:

1. Language Acquisition

Krashen (2015: 10) stated that reveals that acquisition is a subconscious process where the learners acquire language which understandable and meaningful to them. By concentrating on meaning, they are subconsciously acquire form.

2. English Vocabulary

Vocabulary is a list of the set of a word for a particular languageor a list or a set of words that individual speakers of a language might use.Based on the definitions above, vocabulary can be constructed as a series ofwords on foreign language use to express meaning. The words here are the symbolsin the form of groups of the letter represent either a physical object or an idea.

3. Children

A child is a human being between the stages of birth and puberty, or between the developmental period of infancy and puberty. The legal definition of a child generally refers to a minor, otherwise known as a person younger than the age of majority. Children generally have fewer rights and less responsibility than adults.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter describes revive of the related theories, revive of related findings and conceptual framework. In the review of related theories, it explains about theories of a foreign language, theories of psycholinguistics, theories of language acquisition, theories of child language, theories of child language acquisition, theories of vocabulary, the factors influence the children to acquire their second language vocabulary acquisition.

A. Review of Related Theories

1. Theories of foreign language

Foreign languageis a language which is not used in the native culture, in a particular country, andpeople used it for a certain context or purpose. According to Mitchell and Myles (2004: 6), foreign language is a languagewhich has no immediately local uses or speakers. In addition,Tomlison (2011: 1)defines foreign language is a language which is not normally used for communicationin a particular society.

2. Theories of psycholinguistics

Psycholinguist oflanguage or psycholinguistics is substantively concerned with two skills according to Clark in Mardiah (2015: 6). These skillsare speaking and listening and their acquisition. Then, it consists of three basic broadprocesses as comprehension, production, and acquisition. The field ofpsycholinguistics by Clarks' statement consists of human ability and theircomprehension in acquiring and producing language. Then, Slobin in his book *Psycholinguistics"* (1979:2) states that psycholinguists are interested in the underlying knowledge and

abilitieswhich people must have in order to use language in childhood. I say underlyingknowledge and abilities because language, like all systems of human knowledge,can only be inferred from the careful study of overt behaviour.

By all definitions above, it can be concluded that psycholinguistics is a branchof linguistic study that belongs to the psychological aspect which studies humanlanguage and language acquisition.

3. Theories of language acquisition

Language Acquisition begins very early in the human lifespan and begins,logically enough, with the acquisition of a language's sound patterns. Pinker (2013:135) says that language acquisition is one of the central topics in cognitive science. Every theory of cognition has tried to explain it; probably no other topic has aroused such controversy. He states that language acquisition would be learning to think, not just learning to talk.

The acquisition is also used in the context of learning a foreign language. Foreign language and second language acquisition are thus distinguished from a first language acquisition or mother tongue acquisition. In this context, the acquisition is sometimes opposed to learning. The former is viewed as a sub-conscious, natural process, which is the primary force behind foreign language fluency. The latter is seen as a conscious process which monitors the progress of acquisition and guides the performance of the speaker.

Krashen (2015: 10) stated that reveals that acquisition is a subconscious process where the learners acquire language which understandable and meaningful to them. By concentrating on meaning, they subconsciously acquire form.

Based on the quotation above, the researcher concludes that languageacquisition is the process which a person learns a language. Development processoccurs in the stage-wise progression is called as Language Acquisition.

4. Theories of second language acquisition

Language acquisition is the process of building the ability to understand a language and uses it to communicate with others. Language acquisition theories generally are divided into two general theories, Behaviorism and Nativism. The first is Behaviorism theory by Skinner (1977), he said that children born with blank sheet' in their brain, and the environment and behavior are the big factors to influence the language acquisition. Behaviorist theory rests on the analyses of human behavior in observable stimulus-response interaction and the association between them.

The second is Nativism theory according to Chomsky (1971), language acquisition device is innately inside children themselves. All human born with a Language Acquisition Device (LAD) in their brain which supports them to have language.

5. Theories of vocabulary

There are some definitions of vocabulary proposed by experts. According toHatch and Brown 2001:1, Vocabulary is a list of the set of the word for a particular languageor a list or a set of words that individual speakers of a language might use. Vocabulary can be defined, roughly, as the world, we teach in a differentlanguage. A new item of vocabulary maybe more than a single word: for example,post office, and mother-in-law, which or made up of two or three words but expresses single idea.

Based on the definitions above, vocabulary can be constructed as a series ofwords on foreign language use to express meaning. The words here are the symbolsin form of groups of the letter represent either a physical object or an idea. It can beformed from a single or more than one word. Below are some types of English vocabulary:

a. Noun

A noun is the name of a thing or subject. Furthermore, there are five categories ofnoun:

1. Proper noun. Examples: Mr. bill, Milan, Dutchman,

2. Concrete noun. Examples: book, pencil,

3. Abstract noun. Examples: beauty, justice

4. countable noun. Examples: chairs, tables

Uncountable noun.Examples: sugar, coffee, water, sand

5. Collective noun Examples: class, committee, crew

b. Adjective

An adjective is the name of the qualities of the things. It is the word used to qualifynoun and pronoun. An adjective modifies a noun or a pronoun by describing,identifying, or quantifying words.In the following example, the underlined words are adjectives:The back room was filled with *large yellow*rain boots.

c. Verb

Verb is the name of an action done. It is the words which express an action orhelp to make a statement. There are some types of verb:

1. Auxiliary verb.

This helping verb assists the main verb in clause to express several basicgrammatical contrasts, such as person, number, and tense. Such as: do,does

2. Inchoative verb

It is a verb that describes a change of state. Such as: dry, freeze, burn, rise,etc

3. Modals

The function of modals is only as an auxiliary verb, expressing meaningwhich is much less definable, focused, and independent than those oflexical verb. They are: can, could, may, might, will, would, shall, shouldand with dare, need, ought to and used to.

4. Phrasal verb

It is a set of verbs that demonstrate some unique properties. Such as: the plane "took off". The underlined words are phrasal verbs.

5. Regular and irregular verb

A regular verb is a verb that follows the pattern of taking –ed for thepast tense and past participle or –d if the word ends in e, such as walk =walked. On the opposite, an irregular verb is the verb that does not takethe –ed ending for the past tense and past participle forms. Some irregularverbs do not change: put = put, while others change completely: drink,drank, drunk.

d. Adverb

Adverb is the way the action is done or modifies the verbs. Adverbs canmodify another adverb, such as: very carelesslyAdverb dividedinto several categories:

1. Adverbs of manner. For Example: your voice, loudly,please!

2. Adverbs of place. For example: I want to go there.

3. Adverbs of time. For example: I will visit you next month.

4. Adverbs of frequency. For example: he calls me often.

5. Adverbs of degree. For example: he is very young.

6. The factors influence the children to acquire their second language vocabulary acquisition.

Macaro (2010) said that some children learn a new language more quickly and easily than others. However, there are crucial factors influencing success that are largely beyond the control of the learner. The factors influences of second language acquisition are an external and internal factor. External factor refer to the environment where the language is acquired, whereas internal factor refer to self-condition. The researcher give the explanation and kinds of internal and external factors :

A. Internal factors

An internal factor is factors that come from the language learners themselves. Those factors are part of psychology. It can be divided into seven categories. There are age, personality, sex, experience, cognition, language aptitude and intrinsic motivation.

1. Age

Age is one of the factors that influence second language learning.Mitchell & Myles (2004) said that is generally believed that children are better than adults at second language acquisition. Many research said that that language was best acquired between the ages of two and puberty. Before the age of two, the maturation factor made language learning impossible and after puberty the loss of 'cerebral plasticity' which was supposedly caused by the lateralization of the language function to the left or right hemispheres of the brain, made language learning more difficult

2. Personality

Personality has been described as a set of features that characterize an individual. Every human has different characters that made them different from the other. It is an important factor in an educational perspective. The personality can influence the attitude and motivation characteristic.

3. Gender

Many research said that females are better than males; it is because females can perform verbal language better. But sometimes, males also can perform verbal language because of their emotional factor. The males who have extrovert personality and can express their feeling, they also can perform language better too.

4. Experience

Experience is the knowledge a person gets by doing something or watching someone else do it. People who have experience and general knowledge

ofthe language are in a good position to develop a new language than those who do not.

5. Cognition

Students learning styles can be influenced by many factors among which are their genetic background, their culture, and previous learning experience. It is said that if teachers match their teaching methods to the students' learning styles, the students will be more successful and more interested in the language.

6. Language apitude

Language aptitude related with learner's ability. The intelligence and spoken skills are the parts of language aptitude. The intelligence correlates with memory. The people who learn about language surely they use memory to memorizing they English vocabulary. Those memories connect the word's sound, seeing's experience, touching and smelling the object.

7. Intrinsic motivation

Intrinsic motivation denotes the individual performance of an action of interest or enjoyment. Intrinsic motivation exists in the individual person that can be harnessed and enhanced by the environment. In addition, intrinsic motivation underlies people's natural preference to find new experience, as well as to learn, develop and grow.

B. External Factors

External factors are related with environment where the language is acquired and the method in introducing the second language. The environment

itself can be divided into formal and informal situation, whereas the method is used refers to induction and explication. External factors also related with social aspects. Social aspects divided into two contexts, micro-social and macro social. Micro-social is focuses on learning situation and interaction of second language learners in the lowest level of formality, such as interaction relationship, while macrosocial focuses on learning situation in the higher level, such as in politic interaction.

Besides all of those factors, there are any other factors that include in external factors. There are climate of the classroom, curriculum, instruction, culture, motivation and induction.

1. Climate of the classroom

Climate of the Classroom this is an important factor to make warm atmosphere, interpersonal relationship with communication, trust and acceptance. There are five factors to creating the best classroom atmosphere for learning. These factors are realistic expectations for each individual learner, mutual respect between teacher and student, warmth of feeling, cooperation between the teacher and the students not being a competition and give the success experience without a doubt.

2. Curriculum

Curriculum is a one of the external factors that can influence the language learner especially in English second language. Curriculum is the important thing for their education, for support the students that wants to understand and learn about English.

3. Instruction

The good instruction for language teacher is the factor to make effective learning for the students in classroom. It can make faster progress. In addition, if the teacher has a good personality and has language learning strategies, the students will be able to get more knowledge

4. Culture

Culture can be a negative factor that can occur when the students want to acquire a language. One of them is if the students in situation or live where their own culture has a lower status, do not support to acquire second language than that of they are learning the language, this situation can make the slower progress.

5. Motivation

Motivation to learn a language refers to the extent to which an individual is prepared to strive to master the language because of a desire to do. Students, who are given appropriate encouragement, support to learn by their parents, teacher, and friends and eventually will fare better than those who are not.

6. Induction

Induction is language learning process by individual person. This process happens in children under 7 years old or before the children entering to school. Students must think about the rules based on the way they speak the language they have heard, then imagine the way that the rules are applied in other cases.

7. Explication

Explication happens when someone teach about second language to the others. This explanation is given in the first language of the learner. This process is rarely used when children learn their first language. Imagine if parents teach the correct usage rules for words. For example the word run taught by parents for children age 4 years old. Of course the children will be confused about the explanation from the parents.

8. Formal

Formal situation occurs in a classroom. Planned situation usually occur in this situation. It is because before learning process started, the teacher already made a planned that there is a course about language. In this situation, the learner of second language is consciously. The children in this process aware in the grammatical rule of the grammar and they ignore of the communication process.

9. Informal

Informal situation The second language learner in this situation is unconsciously. In this situation, age can be the factor effect for second language acquisition process. Steinberg (2006) said that the older leaner second language will be slower than the children because they may reject the rules of the new community, so they also refuse to acquire new language. The other possibilities that maybe occur in second language acquisition process are the adult learner only has an interesting activity. They prefer to do interesting activity than acquire second language.
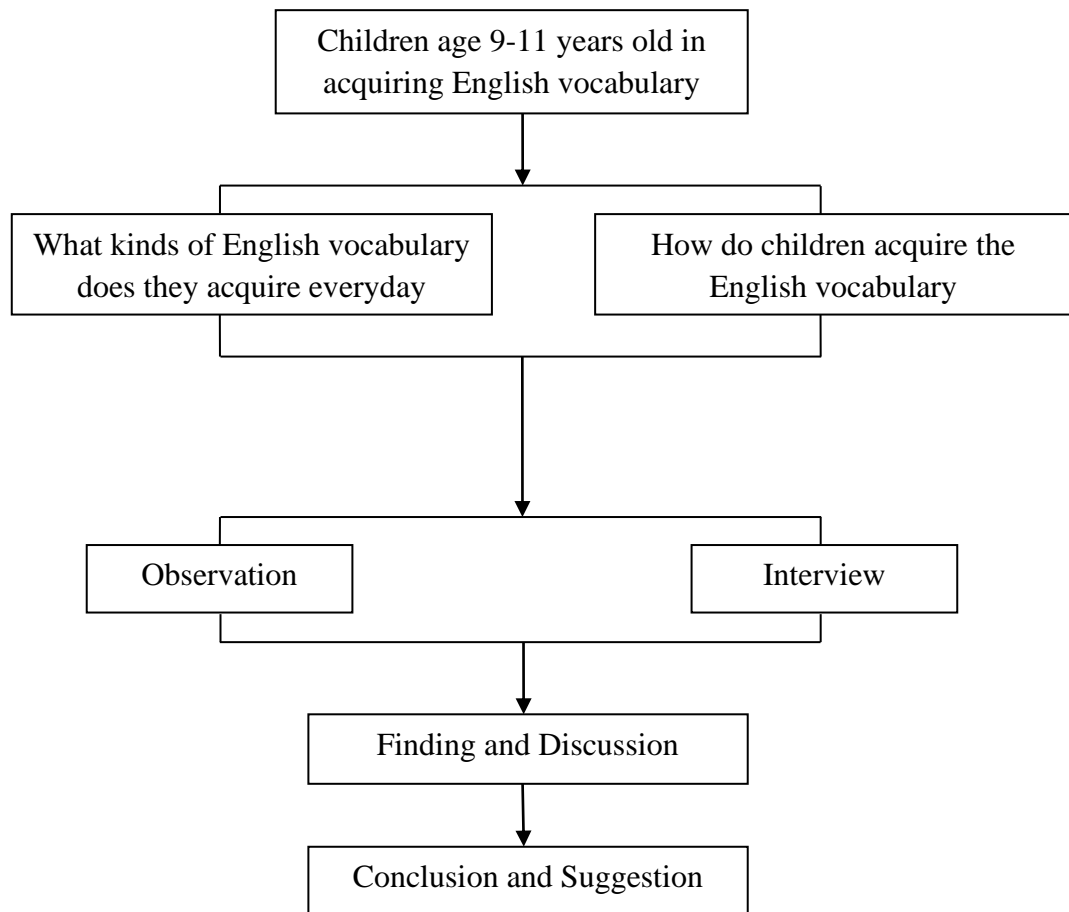
B. Review of related finding

The researcher presents some previous findings, which are related or relevantto this research as follows:Indrawati (2013) in her thesis, *"Language Acquisition by the Children (A casestudy of early child language acquisition aged 2-3 years old)"*. She found that thepsychological effects of children and their mothers, their family members & thepeople around the children affect the children's language acquisition, both in terms ofphonology and mastery of vocabulary.Isnawati (2009) in her thesis, *"The Application of Learning Styles in SecondLanguage Acquisition at the Second Semester Students of English LiteratureDepartment of Adab and Humanity Faculty of Alauddin State Islamic UniversityMakassar."* She found that auditory, visual, and tactile types of learners haddifferences in learning styles.

The implication of the research of learning styles is likely to influence how the students respond and benefit from a given instructionalprogram.From the two previews finding above, the researcher assumes that both of them have similarities with this research who also observed language acquisition.But in another thing there are some differences such as; in the first thesis which belongs toIndarwati, she investigated children's first language acquisition in 2-3 years oldchild, while this research aims to find the process of English vocabulary acquisitionof an 8-11 years old child. Then, in the second thesis which belongs to Isnawati, shefocused on the style of learning second language acquisition. but, this research willfocus on the process of acquiringEnglish vocabulary at children aged 9-11 years old child inSungai Deras.

C. Conceptual framework

Figure 1.Conceptual Framework of the research.

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                    │  Children age 9-11 years old in │
                    │   acquiring English vocabulary  │
                    └─────────────────────────────┘
                                   │
                                   ▼
┌──────────────────────────────┐     ┌──────────────────────────────┐
│ What kinds of English vocabulary │   │   How do children acquire the  │
│    does they acquire everyday    │   │       English vocabulary       │
└──────────────────────────────┘     └──────────────────────────────┘
                                   │
                                   ▼
┌──────────────────────┐              ┌──────────────────────┐
│     Observation      │              │       Interview       │
└──────────────────────┘              └──────────────────────┘
                                   │
                                   ▼
                    ┌─────────────────────────────┐
                    │    Finding and Discussion    │
                    └─────────────────────────────┘
                                   │
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                    ┌─────────────────────────────┐
                    │   Conclusion and Suggestion  │
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From the figure above, the researcher tries to explain the outline of this research,The researcher approached children aged 9-11 years, and the researcher made observations of the child. Then the researcher also conducted interviews with several people closest to the child, such as parents, siblings, and friends of the child, and the researcher tried to find out how the child acquired English vocabulary and described the form of English the child acquired. Then the researchers made several conclusions.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discussesresearch design, participant, theinstrument of the research, the procedure of data collection, the technique of collecting the data, and the technique of data analysis that will be used in the research.

A. Research Design

Descriptive qualitative research is used in this research because the researcher tries to produce descriptive Data, factual, and accurate about the real and the existence of the process of language acquisition. According to Best and Khan (2006: 12), descriptive research is also non-experimental research or correlation research, or theories that have universal validity; it is concerned with functional relationship.

This research is more also known as the term of naturalistic inquiry (is research that does not make counting with numerals), that gives images about the condition factually and systematically. This method will be used together with the psycholinguistic perspective in looking for the case of the language acquisition process of the students in learning English.

B. Participant

In this research, the researcher only chose three participants. According to Patton (1990) "There are no rules regarding the number of respondents in qualitative research" the number depends on what the researcher wants to know, such as the purpose of the study, what is useful, what has credibility, and what can be done with time and resources which are available. Researchers only choose 3 participants to anticipate the spread or activities that were close to many people.

The participant is:

1. Trias Raditiya. He was born on 09-02-2012.

2. Muhammad Nirmanda. He was born on 18-05-2010.

3. Rizal.He was born on 01-04-2011.

They live in Sungai Deras, Sukamaju Village, Rambah, Rokan Hulu.

C. Setting of the Research

The research was carried out based on observations that had been made by previous researchers in theSungai Deras community where the majority of the population did not speak English. Researchers obtained several conclusions about the vocabulary of English in children, especially in children who are still in elementary school (SD) and aged 9-11 years. Researchers conclude that children aged 9-11 years can acquire English vocabulary in their play environment, even though at this time English lessons in elementary schools (SD) have been abolished by the Ministry of Education, where children are not taught English in schools. Therefore the researcher wants to find out how children aged 9-11 years can acquire English vocabulary in their environment and what kind of English vocabulary that they acquire.

D. Instrumentation of the Research

The instrumentation used in this research is the observation method. In the observation method, the researcher used a notebook to write down things that are considered important. The interview method is also used in this research, and then the researcher also used a recording device to make it easier to find the data.

E. Procedure

      This research procedure started from the time the researcher met the participants from morning to afternoon. Then the researcher followed each participant's activity, since the houses between the three participants were close together, so the researcher could optimize observing the three participants. Researchers observe their every activity, as long as they talk, researchers write things that need to be in research, researchers also invite them to talk and play to stimulate their vocabulary acquisition. This activity are is carried out every day by the researcher feels that the data being sought has reached its saturation point.

F. Technique of Collecting the Data

      In collecting the data, the researcher appliedinstruments during the research, as follows:

1. Observation

      Observation is a data collection technique by observing research subjects. This observation is carried out at an early stage in the analysis of the needs for acquisition of English vocabulary. Observations were made by looking at the daily activities of the children, how the children acquire English vocabulary. Researchers followed every child's activity from morning to afternoon in their environment, the distance between the location of the child and the researcher was very close, making it easier for researchers to observe. Researchers also invite them to play and watch to stimulate their acquisition of English vocabulary. During the observation, the researcher also write and recod the vocabulary that the children acquire.

2. Interview

In addition to observations, researchers also used the interview method to collect data related to what form of vocabulary they acquire, and to find information on how they could acquired English vocabulary in their environment. Interviews were conducted with the children. In addition, interviews also use to determine the child's progress after the action.

G. Technique of data analysis

The researchers want to know what English vocabulary children aged 9-11 years old acquire, and how they can acquire the vocabulary inthe environment where the majority of people do not use English. Researchers analyzed data through observation and interview methods. In analyzing the data, the researcher took the following steps: The first is to identify the form of English vocabulary acquire by children aged 9-11 years in a non-English speaking environment. And the second to describe how children aged 9-11 years can acquire English vocabulary in a non-English speaking environment.